

Welcome! ● ● ● ● ● ●

ATARNotes

HIGH SCHOOL RESOURCES

Success for all students

atarnotes.com/register

← **HEAPS MORE** →

ATARNotes

ATAR Notes FREE resources ●●●●●●



STUDY NOTES

Hundreds downloadable



LECTURES

Learn from the best



DISCUSSIONS

Online Q&A



VIDEOS

Engaging online revision



NEWSLETTERS

Stay in the loop



ATAR CALC

See if you're on track



ARTICLES

Study strategy & tips



HEAPS MORE

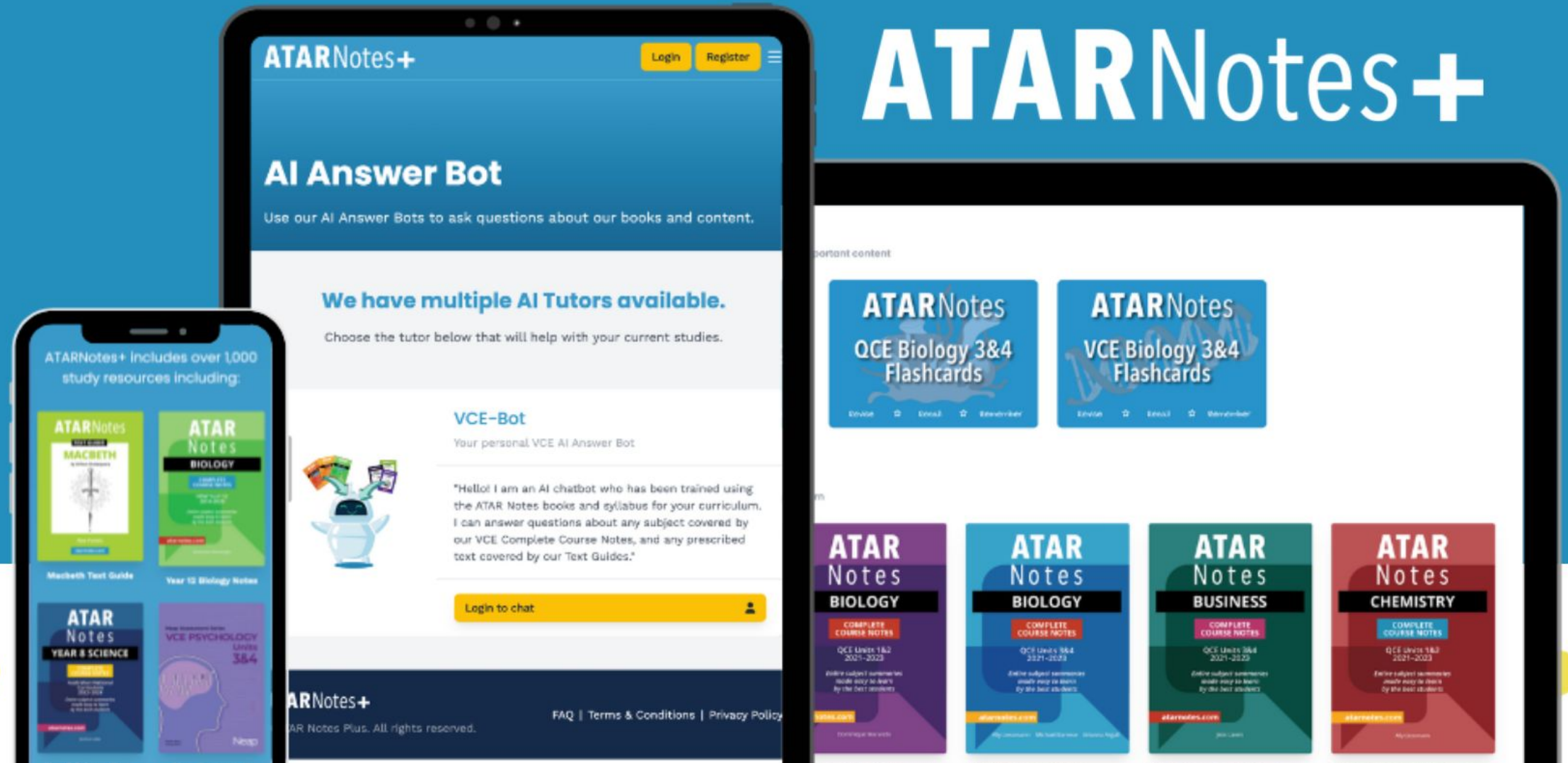
Check out our website

atarnotes.com/register

← H E A P S M O R E →

ATARNotes

Thousands of Study Resources



ATARNotes

English Language 3&4

ATARNotes January Lecture Series

Presented by:
Sunny Norkute

Hi, I'm Sunny!

- Graduated in 2021 with an ATAR of 96.70
- Received a study score of 47 in Legal Studies
- Received 40+ study scores in English, Literature, EngLang, Further Maths, Psychology
- Currently studying a Bachelor of Paramedicine at Monash University

SECTION 1 Overview of EngLang

The Big Ideas

Metalanguage

SECTION 2 Formal and informal language

Analytical commentary

- In English Language, we look at how people use language and how and why people change their language.
- Unit 3 looks at formal and informal language.
- Unit 4 looks at how language varies in Australian society.
- In order to talk about language accurately, we need to use **metalinguage** (language about language).

register



spectrum

The **situational context** is comprised of:

Mode is the text written or spoken?

Setting where is the text?

Field what is the overall topic of the text?

Function

Relationship between interlocutors

Function - What are the participants using the text to do?

Inform	lecture, encyclopaedia, newspaper
Promise	political speech, sales pitch
Persuade	ad, debate, political flyer, pep talk
Commemorate	retirement speech, toast
Honour	eulogy, obituary, prayer
Entertain	novel, documentary, magazine, comic
Celebrate	wedding toast, graffiti
Instruct	recipe, injunction, manual, script
Gossip	small talk, gossip column, group chat

Social Purpose - What are the participants using the text to do socially?

Establish expertise

Manipulate

Clarify

Obfuscate

Build rapport

Negotiate taboos

Reinforce authority

Maintain/challenge face

Encourage intimacy

Cultural Context - Which attitudes, values and beliefs influence the text?

Religious belief

Clarity

Independence

Solidarity

Equality

Intimacy

Authenticity

Friendship

Leisure

Family

Patriotism

Learning

Discovery

Inclusiveness

Social distance

Standardisation

Rigour

Authority

Creativity

Spontaneity

Freedom

Hierarchy

- Definitions are great, but **have examples**
- Understand **the purpose** of metalinguage
- Take literally any text and **annotate the absolute crumbs out of it**
- Be aware of the **umbrella terms**
- *You never know what's going to come up*

Question 3

Identify **two** different modal verbs and explain the function of each one in its given context.

- Prosodic features:

Pitch: high or low

Stress: emphasis

Volume: loud or quiet

Tempo: fast or slow

Intonation: pitch pattern

<F F> loud speech
(.) short pause
--- emphatic stress
<L L> slow speech
/ rising intonation
. final intonation

MT: <F It's time for us to get on with it. F>

The Australian people have said yes to marriage equality/

(.) yes to fairness/

(.) yes to commitment/

(.) <L yes to love. L>

The time has now come to make that equality a reality.

Question: Discuss the functions of at least two different prosodic features in the section of the speech. (3 marks)

Question: Discuss the functions of at least two different prosodic features in the section of the speech. (3 marks)

Turnbull places stress on words such as “yes” and the abstract noun “fairness”, highlighting the importance of these terms. Similarly, the manipulation of tempo to form the slow utterance “yes to love” emphasises the significance of the statement.

Also:

- Rising intonation at the end of “equality”, “fairness” and “commitment” signals that the listing is not complete.
- Loud speech also used for emphasis/to hold the floor.

- Phonological patterning:

Alliteration: starting with the same sound (*Bruce Banner*)

Assonance: resemblance of vowels (*early bird*)

Consonance: resemblance of consonants (*come home*)

Onomatopoeia: imitates the sound (*tick-tock*)

Rhythm

Rhyme

- The Australian accent



- The Australian accent

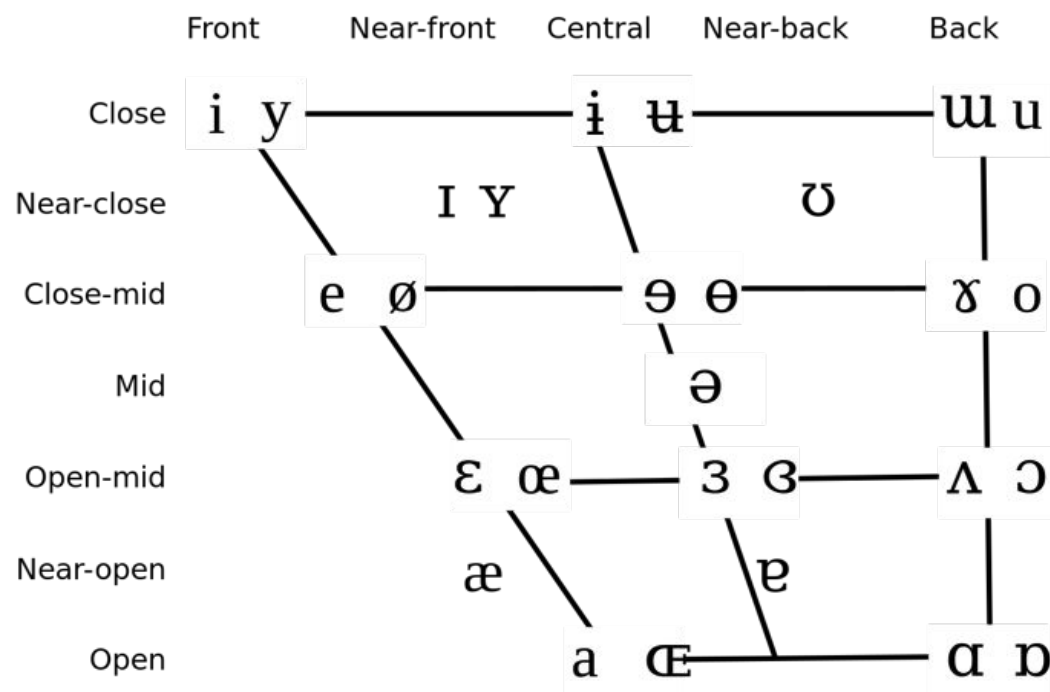
The reality is, **we judge people**
based on their accent



**Value
Judgements**

- “Accent is a **fundamental marker of identity**” ~ Fiona Cox
- “We prize egalitarianism in Australia, but still, at some level, **we judge and categorise**. It’s a struggle not to. And as we judge and categorise **we often miss what’s being said because we hear how it’s being said**” ~ Hellen Elliot

- An awareness of the International Phonetic Alphabet (IPA) and the phonetic transcription of Australian English.



Interactive IPA:
web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm

- Word classes:

Noun: 'thing'

Verb: 'action'

Auxiliary verb: 'helping verb'

Modal verb: *can, must, should, may* etc.

Adjective: describes a noun

Adverb: describes something else

Preposition: shows relations

Pronoun: substitute for a noun

Conjunction: joins things together

Determiners: precedes a noun phrase

Interjection: occurs by itself

affix

verb

/əˈfiks/ 

1. stick, attach, or fasten (something) to something else.
"panels to which he affixes copies of fine old prints"
synonyms: attach, stick, fasten, bind, fix, post, secure, join, connect, couple;

Affixation:

- Sticking together morphemes and stems
- (**Morpheme**: smallest possible unit of meaning)
- (**Stem**: core/root word which can stand alone)

Prefixes, suffixes and infixes

- **Prefix:** morpheme added *before* the stem (hence *pre*)
 - *bicycle*, *international*, *prenatal*, *schizophrenia*, *supersonic*, *asexual*
- **Suffix:** morpheme added *after* the stem
 - *alcoholic*, *astronomy*, *psychosis*, *clockwise*, *pedagogy*, *stewardess*
- **Infix:** morpheme added *within* the stem
 - *fan-bloody-tastic*; *self de-fucking-fence*; *abso-bleepin'-lutely*

Free/bound morphemes

- Free morphemes can *stand alone*
- Bound morphemes can *not* stand alone; they depend on other morphemes to make sense
- For example: “teacher”

teach	er
<i>free</i>	<i>bound</i>

Inflection/derivation

- There are a limited number of inflectional morphemes.

Adjectives		Nouns		Verbs			
Comparative	Superlative	Plural	Possessive marker	Third person singular present	Simple past tense	Past participle	Continuous participle
-er	-est	-s	-’s	-s	-ed	-en	-ing
<i>wider</i>	<i>widest</i>	<i>koalas</i>	<i>Zara’s</i>	<i>eats</i>	<i>jumped</i>	<i>eaten</i>	<i>jumping</i>

- Suffixation in Australian English:

arvo (afternoon)

Aussie (Australian)

barbie (barbecue)

brekky (breakfast)

budgie (budgerigar)

chewy (chewing gum)

Chrissy (Christmas)

devo (devastated)

footy (football)

garbo (garbage collector)

*journ*o (journalist)

kindy (kindergarten)

Maccas (McDonald's)

maggie (magpie)

mozzie (mosquito)

pollie (politician)

prezzie (present)

rego (registration)

rellie (relative)

Salvos (Salvation Army)

servo (service station)

sickie (day of sick leave)

sunnies (sunglasses)

Tassie (Tasmania)

tinny (can of beer)

tradie (tradesperson)

umpie (umpire)

veggie (vegetable)

vego (vegetarian)

Woolies (Woolworths)

- Factors which drive **word formation** include:
 - **Technology:** clickbait, backspace
 - **Wars/conflict:** Norman Conquest → Middle English
 - **Identity:** slay, sliving, peak, bussin
 - **Societal change:** labour gov

Blends → spork

Acronyms → NASA

Initialisms → AFLW

Shortenings → Flu

Compounding → textbook

Contractions → don't

Collocations → fake news

Conversion → Uber

Neologisms → yeet

Borrowing → sushi

Commonisation → esky

Archaism → shooketh

Conversion of word class

- Sometimes, existing words change their part of speech (but the initial meaning is not necessarily lost)
- Importantly, conversion involves no added morphemes
- Nouns > verbs (most common)
 - “Inbox me”
 - “We’re really gonna girlboss up the place”

- **Nominalisation:** making something noun-y

“I reflected...”

“Upon reflection...”

- **Nominalisation:** the use of a word that is not a noun (e.g., a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase.

“I reflected...”

“Upon reflection...”

Simple sentences

One coordinate clause

“I like dogs”

Compound sentences

Two coordinate clauses

“I like dogs but I don’t like cats”

Complex sentences

One coordinate clause + one subordinate clause

“I like dogs because they are affectionate”

Compound-complex sentences

Two coordinate clauses + one subordinate clause

“I like dogs but I don’t like cats because they are not affectionate”

Sentence fragments

non-Standard incomplete units

“Yeah, the other day.”

Declarative sentences

statement

“I like dogs”

Interrogative sentences

question

“Do you like dogs?”

Imperative sentences

command

“You must pat my dog”

Exclamative sentences

outburst

“Dogs are awesome!”

- First, let's learn two terms to help understand this:
(keep in mind, VCAA doesn't need you to know these terms: we're just introducing them here to *hopefully* make voice easier to understand)
- **Agent**: the one 'doing' the verb
- **Patient**: the one 'receiving' the verb
- For example:
 - *Dr. Johnson* chaired *the meeting*.
 - *The household* welcomed *the newcomers*.

- Active:

Paddy watered *the plants*.

Agent = subject

Patient = object

- Passive:

The plants were watered by *Paddy*.

Patient = subject

Introduction of the
auxiliary verb 'to
be'

The *agent* is now
in an adverbial
starting with 'by'

- In a passive sentence, the **agent** is in an adverbial.
- Adverbials are optional, so can be omitted.
- If you omit the agent in a passive sentence, you form an **agentless passive**.
- For example:
 - *The plants were watered by Paddy.*
 - ↓
 - *The plants were watered.*

- Syntactic patterning:

Parallelism: similar sentence structures

Antithesis: opposite concepts, contrasted with parallelism

Listing: listing



6 We are a nation
7 ancient and modern\
8 old and new\

Question: With appropriate metalanguage, discuss the function of the syntactic patterning in lines 7 and 8. (2 marks)

- Cohesion and coherence:

Cohesion: how a text is linguistically linked together

Coherence: how easy it is to read and understand

- Factors that contribute to cohesion:

Anaphoric reference: when a pronoun refers backwards

Cataphoric reference: when a pronoun refers forwards

A_{naphoric} B C_{ataphoric}

- Factors that contribute to coherence:
 - **Cohesion**: how a text is linked together
 - **Inference**: understanding due to background/outside knowledge
 - **Logical ordering**: text-level ordering of information
 - **Formatting**
 - **Consistency**
 - **Conventions**

- Semantic field/domain:

Semantic field: a collection of related words

operations manager
inputs
waste minimisation
supply chain
productivity
unfair dismissal
GDP

- Semantic patterning in texts:

Irony: saying one meaning but meaning the opposite

Metaphor: figure of speech that directly relates two things

Simile: figure of speech that compares two things

Oxymoron: contradiction of words

- Semantic patterning in texts:

Puns – word play, exploits multiple meanings of one word

Lexical ambiguity: when one word could mean two things

Personification: giving human qualities to an object

Animation: giving animal qualities or movement to an object

Synonymy: same meaning (*clever* ↔ *intelligent*)

Antonymy: opposite meaning (*honesty* ↔ *deceit*)

Hyponymy: subclass of other (*mammal* ↔ *dugong*)

Idiom: common phrases (*spill the beans*)

Denotation: dictionary definition

Connotation: what's implied (*inquisitive* ↔ *nosy*)

Other metalinguage

The following terms are not confined to one particular subsystem of language:

- register
- overt and covert norms
- Standard and non-Standard English
- political correctness
- jargon
- slang
- colloquial language/colloquialisms
- double-speak
- taboo language
- public language
- rhetoric
- positive and negative face needs
- situational context
- cultural context
- social purpose
- ethnolect; sociolect; idiolect.

(in)formal language

- Phonetics and phonology:
 - Connected speech processes
 - Relaxed pronunciation shown through non-standard spelling
 - Casual, lowers formality, builds rapport
 - Phonological patterning
 - Can link to amusing/persuading function
 - Social purpose of building rapport

- Morphology and lexicology:
 - Slang and colloquial language
 - Australian suffixation
 - Casual and informal
 - Builds rapport, promotes sense of national identity
 - Neologisms and creative word formation
 - Engaging and playful
- Syntax:
 - Sentence structure
 - Often simple sentences reflect spontaneity

- Semantics
 - Semantic patterning
 - Can create humour
 - Perhaps more taboo language
- Discourse:
 - Features of spoken discourse
 - Pauses and false starts could signal nervousness
 - Non-fluency features
 - Overlapping speech

- The opposite of everything we just looked at
- Elevated lexis
- Nominalisations
- Passive constructions
- Sophisticated syntactic structures
- Planned patterning (phonological, lexical, syntactic)
- Jargon
- Conventional formatting
- High levels of cohesion and coherence

analytical commentary

Question 5 (30 marks)

Write an analytical commentary on the language features of Text 2.

In your response, you should comment on the:

- contextual factors affecting/surrounding the text
- social purpose and register of the text
- stylistic and discourse features of the text.

Refer to at least **two** subsystems in your analysis.

- VCAA specifies that you need to discuss:
 - contextual factors affecting/surrounding the text
 - social purpose and register of the text
 - stylistic and discourse features of the text

Contextual factors

- Where did the text take place? What was the time period?
- What was the mode of the text?
- What is the primary function(s) of the text?
- If applicable, what's the relationship between interlocutors? What role does each of the speakers play? Social power relations?
- Who was the audience? Was there a secondary audience?
- Who were the speaker(s)? Age? Gender? Occupation?
- Field/topic of conversation?

Social purpose and register of the text

- What is the social purpose(s) of the text?
- Is the text informal or formal? Or somewhere in between?
- Is the language being used a certain variety or style?
- Is there a particular tone? (is it condescending, scolding, welcoming, friendly?)

Stylistic and discourse features of the text

- Phonology and phonetics
- Morphology and lexicology
- Syntax
- Discourse
- Semantics

- No
- However it may be nice to finish the AC on a topic that can be related back to the ‘big ideas’ of the text
 - e.g. cohesion and coherence, spoken discourse strategies
- This can add a nice ‘concluding tone’ to the end of the AC

- There's two main ways:
 - Subsystem method
 - Big ideas method
- In my view, the big ideas method allows you to:
 - Have an over-arching theme for each of your paragraphs
 - Improve the overall flow of your essay
 - Explore interesting areas with more freedom
 - Go into more depth in your analysis

As a spoken conversation, discourse features are prevalent throughout the text. Overlapping speech is common in **spontaneous conversation**, as is the case for C and A. On lines 2-3, for example, C starts to speak over A, presumably because C guesses how A will finish her sentence (“Yep, just the [books]”). Overlapping speech is also used for **floor management**. On line 87, for example, A takes the floor from C; by speaking when C was still taking a turn, A indicated she wanted to take back the floor. Turn-taking is indicated in several other ways; for instance, C initially asks a number of questions (lines 1, 3, 6), encouraging A to take a turn. Similarly, C often marks the ends of her turns with falling intonation (as in lines 32, 59 and 75). C appears dominant in **topic management**, which may reflect her structural power as an employee rather than a customer. C introduces new topics on lines 1 (initiating conversation), 6 (travel), 31 (weather), 41 (previous experience) and 55 (the transaction). This allows C and A to adhere to both functions of the text, as the topic is managed between the **primary function** (the transaction) and other topics (to build **social rapport**). Non-fluency features are also rife, supporting the spontaneity (and **informality**) of the text, such as hesitations (lines 1, 5), false starts (lines 15, 31) and repairs (lines 12, 19-21), whilst back-channelling (e.g., line 13 “Yeah”, line 24 “Yep” and line 81 “Right”) builds **social rapport**.

- The big ideas method allows you a great amount of flexibility as well.

AC #1	AC #2	AC #3
Introduction	Introduction	Introduction
Register	Function	Medium
Social purpose	Relationship	Relationship
Function	Situational context	Cultural context

- The paragraph topics you choose will depend on the text.

- Whenever you're quoting something in any section of the exam, try to use metalanguage that is as precise as possible.

the word
lexeme
determiner
definite article

- Always try to find:

conflicts
contests
complexities
dynamic shifts

whilst

- Ensure that you're not using absolutes in your writing.
- Instead use language such as:

aids
supports
contributes to
reflects
constructs

Make sure you're doing an
EngLang-style of analysis

“Beware of simply listing features
– remember to **identify, exemplify
and explain** the link to context and
purpose.”

2019 examination report

Try and capture the
flavour of the text.

FAQ

- Revise **metalinguage**: cue cards!! include your fave examples + some simple commonly seen analysis
- Practice picking out the most relevant examples from a text, those that can be linked to 'big ideas'
- **Write lots. Get feedback on everything.**
- Prepare for a wide range of essay topics; create plans for how to attack essays.
- Create a beautiful collation of quotes and examples.

- Yep, you need examples.
- Although we won't be talking about the essay today (come back in July for that), now's a great time to start looking for examples.
- Your examples must be from 2024.
- (VCAA often mentions this in the examination report.)

- Well, all of your examples should fit into one or more of these categories...

Topic	Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Jargon																					
Language change																					
Australian English																					
Formality/prestige/attitudes																					
Face/euphemism/taboo																					
Social identity																					
Spoken/written differences																					
Power of language																					
Standard English																					
Language variation																					
Public language																					



Search with Google News

- Search EngLang keywords.
 - Jargon
 - Language change and technology
 - Australian English
 - Formality, prestige and attitudes
 - Face, euphemism and taboo
 - Social identity
 - Spoken and written differences
 - Impact of language
 - Standard and non-Standard English
 - Language variation
 - Public language
- You can restrict your search for Australian articles from this year.

Target likely sources for needed examples

- Think about what examples you need, and where you're likely to find those examples.
- Youthspeak? Listen to Triple J, go on TikTok, etc.
- Formal language? Find a speech e.g. politician's
- Science jargon? Look at a recently published article/content from any science classes you might be taking e.g. textbooks
- Informal language? Listen to how you and your friends talk!!! Also social media :))

- Revise metalanguage; make sure you know every single word listed by VCAA in the Study Design
- You don't need to know definitions, you need to be able to spot features and apply your knowledge
- Write lots of practice pieces throughout the year, and get feedback on them — develop a structure that works for you and improve it throughout the year!!
- Focus on doing an Eng-Lang-style analysis: stick to the subsystems!

ATARNotes

Thanks for watching!

Good luck with your studies! :)